

# Childminder report

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Inspection date: 25 February 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children settle quickly on arrival at the childminder's welcoming home. They separate from their parents confidently and are keen to play with their friends. Children form very close bonds with the childminder. They are motivated and eager to explore the activities on offer. Children enthusiastically play with play dough and they share their knowledge of colours well. The childminder encourages children to count and recognise size when they play. This enhances children's early mathematical awareness.

Children thoroughly enjoy the outdoor area. They are quick to climb up and over apparatus. They practise balancing and running. Children eagerly request water as they explore the mud kitchen. They pour from jugs to teapots skilfully. This supports children's physical development.

Children play together in harmony, develop friendships, share and take turns. The childminder has high expectations of children's behaviour and attitudes. Children respond well to her nurturing interactions. They are happy and demonstrate through their behaviour that they feel safe in the childminder's care. The childminder communicated well with parents throughout the COVID-19 pandemic. She provided parents with activities for their children and read stories online. This helped children to continue their learning at home. Parents comment positively about the childminder and the information they receive.

## What does the early years setting do well and what does it need to do better?

- The childminder is enthusiastic and committed to improving her knowledge with training and qualifications. She monitors children's progress well. The childminder is dedicated about providing quality care and learning for the children in her care. She carefully considers what she specifically wants children to learn and why.
- The childminder recognises the impact that the COVID-19 pandemic has had on some children's social and emotional development. In light of this, she has accessed training to help children to gain emotional confidence. For example, the childminder gives children time, space and patience to gain the reassurance they need to join in.
- Children demonstrate good concentration skills for their ages. For example, children carefully balance hexagon shapes to make a tower. They practise using tweezers on small-figure creatures. However, the childminder does not organise the environment as effectively during some focused learning activities. For example, children are disrupted by other toys and resources being around the area, which causes them to become distracted and lose concentration.
- Children are motivated and inquisitive. The childminder enthusiastically reads

stories to them and repeats the correct pronunciation of words. Children confidently join in with stories and rhymes. However, the childminder does not consistently give children plenty of time to answer her questions, to fully develop their understanding in communication and language.

- Children develop a love of books. The childminder captures children's interest in stories and reads stories in an expressive way. Children repeat familiar phrases and copy words. Children use good vocabulary, which helps to prepare them with many of the skills which they need for their next stages of their learning.
- Children learn about the wider community they live in. They visit local vegetable shops and local parks. Children develop an awareness of the people that help them. They learn about good oral health through activities, such as a story. Children develop a good awareness of personal health and gain good independence skills.
- Children are confident in their physical development during outdoor play. They learn to climb and balance as they negotiate small climbing apparatus and a slide. Children show good imaginative play. For example, they pretend to use old mobile phones.
- Children are well behaved. They follow instructions and know daily routines. They are keen to help with cutting up their snack of fruit and make their sandwiches for lunch. The childminder helps to promote children's emotional well-being. She is encouraging, kind and children enjoy the praise that they receive from her.
- The childminder shares information with other settings that children attend and local schools, when appropriate. She reflects on the service that she provides and considers the views of parents and children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to safeguard children. She completes regular training to ensure that her knowledge of child protection issues is kept up to date. The childminder knows the potential signs of abuse and the procedures she must follow if she has concerns about a child's welfare. She understands the signs that a child may be at risk from extreme views and opinions and knows how to act on this. The childminder identifies potential risks in the environment and addresses these promptly. She helps children to gain a good awareness of how to play in safety.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- reflect on ways to further improve focused learning activities, to enable children to focus and concentrate more on the learning that is taking place

- enhance questioning skills to extend children's communication and language, such as by giving them even more time to respond and answer questions.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY482701                                                                          |
| <b>Local authority</b>                             | Kingston Upon Hull City Council                                                   |
| <b>Inspection number</b>                           | 10218656                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | 18 August 2016                                                                    |

## Information about this early years setting

The childminder registered in 2014 and lives in Hull. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Caroline Stott

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder explained how her setting is organised to support children's care and learning. The inspector observed the quality of education and interactions between the childminder and children throughout the inspection.
- The inspector viewed all areas of the premises used by children. The childminder and the inspector conducted a joint observation of an activity and discussed the emerging strengths and areas for development.
- The childminder held various discussions with the inspector on subjects, such as her professional development.
- The inspector viewed and discussed documentation, including public liability insurance and the suitability checks of all adults living on the premises. The childminder discussed self-evaluation and the impact this has on the setting.
- Parents shared their opinions via written testimonials. The inspector also spoke to a number of parents during the inspection and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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